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ABSTRACT

The School District Data Book (SDDB) is an information resource from the National Center of Education Statistics that contains social, economic, and administrative data for each of the 15,274 public school districts (local education agencies, or LEAs) in the United States. This paper addresses the information and capabilities of the SDDB that can be used to assist decision and policymakers from one school district in Meriden (Connecticut). The research uses that can be made of the SDDB profile reports and supplemental tables are explored. A study of 1990 census information about Meriden's educational reference grouping process, a process that allows comparison of seven district "reference groups," demonstrates the use of SDDB database capabilities and the analysis of its data through the Statistical Software Package for Social Studies. Meriden's example illustrates ways in which the SDDB can provide vital statistics to meet the needs of educational communities. Appendix A presents the SDDB general characteristics profile (seven tables). Appendix B presents School District tabulations in four tables. (SLD)

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Research Applications of the National Center for Education Statistics School District Data Book: Lessons Learned from Five LEAs Across the Nation

An Introduction and SDDB Primer with Lessons Learned in Meriden, Connecticut

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Presented as part of an interactive symposium session at the American Educational Research Association's (AERA) Annual Meeting, San Francisco, California, 1995.

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An Introduction and SDDB Primer with Lessons Learned in Meriden, Connecticut

Part I: Introduction

The School District Data Book (SDDB) is an information resource from the National Center for Education Statistics (NCES) of the U.S. Department of Education. Developed and released in July of 1994 by the MESA Group from Arlington, Virginia, the SDDB is an extensive electronic library containing social, economic and administrative data for each of the 15,274 public school districts in the United States. The dissemination of the SDDB represents the first time that a comprehensive data base of this magnitude has been produced and made available to educators in local and state education agencies, along with others including researchers and policy analysts.

The SDDB contains thousands of variables relative to administrative and financial data, including 1990 U.S. Census information, which are aggregated at the school district, county, state and national levels. The program also makes it possible to build tables comparing data across districts and/or export data in common formats for analysis with other tools such as statistical software packages, thereby affording the study of the interrelationships among the many variables in the system.

As noted in the manual (November, 1994), the SDDB is contained on 44 CD-ROMs which contain 20 gigabytes of data and up to 200,000 data items for each school district or county. Mapping and spreadsheet capabilities also are available. As noted in the reference manual:

> The School District Data Book enables users to:
>
> - ◊ Examine demographics, operations and finances of any school district.
>   - Assess special needs of children and households served.
>   - Plan for types of growth or decline in student membership.
> - ◊ Compare characteristics of one school district to any other.
> - ◊ Locate districts within a region having certain characteristics.
> - ◊ Draw thematic maps to examine geographic distributions.
> - ◊ Extract data in a form that can be manipulated and used with your own data.
> - ◊ Use reference features such as a handy electronic library.
>
> *School District Data Book Reference Manual: An Information Resource of the National Center for Education Statistics, U.S. Department of Education developed by the MESA Group, November, 1994, p.1.*

It will be the purpose of this paper, presented as part of an interactive symposium session entitled: *Research Applications of the National Center for Education Statistics School District Data Book: Lessons Learned from Five LEAs Across the Nation,* to address information and capabilities whereby the SDDB can be used to assist decision and policy-makers in one school district, Meriden, Connecticut. More specifically, the objectives of each of the presentations as part of this interactive symposium session will be to accomplish the following:

1. Identify policy or research issues for study.
2. Select variables for analysis and reporting.
3. Indicate other software used in conjunction with the SDDB.
4. Share data presentation methods.
5. Identify district audiences.
6. Offer new insights obtained through the analysis.
7. Share the organizational response of the school district to the data.
8. Provide recommendations for enhancements of the SDDB software.
9. Offer research design implications/recommendations for future NCES and Census Bureau data collection efforts.

In addressing the session objectives, this particular presentation will first examine answers to research questions which may be generated directly from the summary and detailed SDDB "profile" reports. This section will be called "An Introduction to Meriden through the SDDB's Profile Reports".

The second component will focus on descriptive information and supplemental research questions which may be obtained through the SDDB "tables" capabilities as a supplement to the "profiles" feature. This includes, for example, responding to a reporter's question regarding how the community and school district demographics vary, along with some indicators of need which may be incorporated as part of the grant application process. It is also within this component of the presentation that I will focus on four current projects within the district that have lent themselves to the use of the SDDB. These projects include (1) an examination of educational levels of the parents in Meriden versus similar communities, (2) language spoken in the home, (3) planning for an elementary school magnet program across three districts, and (4) conducting a needs assessment for the Head Start and Chapter I preschool programs.

The third component will be a study of 1990 census information relative to Meriden's Educational Reference Group [ERG], a process whereby the CT State Department of Education has grouped the 169 districts into seven ERGs based on 1980 census data in order to make "valid" comparisons of similar communities as part of our district report card, called the Strategic School Profiles, and our state-mandated testing programs. It is in this component that the SDDB's database capabilities will be used and demonstrated through the application of analyses generated through the SPSS statistical software package.

The report will conclude with some personal thoughts regarding recommended enhancements and future directions for the SDDB and other NCES data collection efforts. In this vein it is also noteworthy to mention that school districts and educators heading into the 21st century can no longer focus on just the three R's; rather, as this year's AERA theme suggests, there is growing acceptance of the need for interdependence among the human services to effectively serve children, adults, and families in America. Through the SDDB, educators can obtain vital statistics representing the full needs of their communities.

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Part II: An Introduction to Meriden through the SDDB's Profile Reports

Meriden is considered a mid-sized city relative to Connecticut's standards but a very small city relative to national standards. Located at what is considered the "crossroads of Connecticut", that is, at the intersection of the two largest state highways (routes 91 and 84), Meriden is a blue-collar city with an increasingly needy population. For example, Meriden's number of AFDC recipients indicates that the community is now ranked as the 6th neediest of the 169 school districts across the state, an increase of two rankings from the past year.

Meriden Public Schools has an enrollment of about 8,000 students who are serviced across eight elementary (grades PreK-5), two middle (grades 6-8) and two high schools (grades 9-12). At the time of the 1990 census, the district had an Alternate School which has now evolved into the Alternate Program. The community is seeking to building a third magnet middle school and planning for an interdistrict elementary summer school program. Some children receive services from the five non-public schools (grades PreK-8) in the city.

One of the initial, basic uses of the SDDB is the generation of "profiles". From these profile reports, a number of general research questions may be addressed. In each of these reports, the user may elect to compare one's district with state and U.S. statistics. One may also compare across three separate districts, three separate states, or any combination thereof.

To assist the reader, Appendices A1-8 contains Meriden's statistics compared with those of Connecticut and the U.S. Noted below is a sampling of research questions which may be addressed for each of the reports generated and contained within Appendix A. The reader may wish to refer to the numbered research question noted below as it is referred to on the corresponding profile report in the appendix.

1.0 **General Characteristics Profile - Summary**
- 1.1 According to the 1990 census, how many people reside in the City of Meriden (State and U.S.)?
- 1.2 What percent of the residents are below poverty level?
- 1.3 What are the demographic characteristics of the residents?
- 1.4 How many housing units exist?
- 1.5 Of the total children enrolled in school, what percent attend public versus private schools?

2.0 **General Characteristics Profile - Detailed**
- 2.1 What are the labor force statistics of residents (*e.g.*,percent employed)?
- 2.2 What is the educational attainment level of the residents?
- 2.3 What percent of households have no children? children of school age?
- 2.4 How many home owners versus renters are there?
- 2.5 What are some of the general economic characteristics of the population?
- 2.6 How many at-risk residents are there (*i.e.*, drop-outs, at-risk preschoolers below age four, at-risk children ages 4-5, at-risk school age children)?
- 2.7 How many children are there by age level?

- 2.8 With whom do the children reside (*e.g.*, natural parent)?
- 2.9 According to the Common Core of Data, what are the district revenues by source (*e.g.*, local, state and federal)?
- 3.0 According to the CCD, what are the expenditures for instruction and support services?

3.0 **District Financial Profile - Summary**
- 3.1 What is the current per student expenditure overall, for instruction, and for support?
- 3.2 From what source is most of the revenue obtained?
- 3.3 Of the total expenditures, what percent is for capital outlay?

4.0 **District Financial Profile - Detailed**

What are the per pupil expenditures/costs for ...
- 4.1 school lunch?
- 4.2 pupil personnel services?
- 4.3 instructional staff support?
- 4.4 food service?
- 4.5 capital outlay?
- 4.6 What is the outstanding long-term debt?

5.0 **Administrative Profile - Summary**
- 5.1 What are the demographics of students?
- 5.2 What percent of students attend schools with an enrollment over 1,000?
- 5.3 Are there any special education and/or vocational schools?

6.0 **Administrative Profile - Detailed**
- 6.1 How many full-time equivalency (FTE) teachers serve students in the district?
- 6.2 What is the number of schools, by enrollment size?
- 6.3 What is the number of schools, teachers or students disaggregated by student demographics?

7.0 **Demographic Profiles**
- 7.1 Of households with children enrolled in the public schools, how many households have a married couple, male householder, female householder, or nonfamily householder?
- 7.2 How old are the parents with children enrolled in public schools?
- 7.3 Of the Spanish-speaking parents with children in the public schools, how well do they feel they speak English?
- 7.4 Of the parents with children in the public schools, what percent do not have a high school diploma?
- 7.5 How old are the children enrolled in the public schools?
- 7.6 How many children in the public schools (or private schools) are from families below the poverty level?

7.7 In keeping in mind information from 7.5, of the age 3 children, how many children in the community are not enrolled in preschool?

7.8 How many children are enrolled at each grade level in the public schools?

8.0 **Economic Profile**

8.1 Of parents with children in the public schools, what are their earnings, by category?

8.2 How many parents are unemployed or not in the labor force?

8.3 What types of positions do parents usually have?

Part III: Supplemental Descriptive Information and Research Questions Addressed through the SDDB Profile and Tables Features

A reoccurring question in Meriden is the degree to which the public school population mirrors that of the community. It is in this light that the district seeks to show how the public school population does not mirror that of the community, that it is significantly needier and in need of grant funding. Given this, one major research question which may be addressed through the SDDB is as follows: How does the City of Meriden's demographics compare with that of the students served by the Meriden Public Schools?

Using the General Characteristics Profile Summary, Table 1 summarizes the information extracted from the 1990 census database. We were then able to construct the following page of graphic illustrations depicting these results.

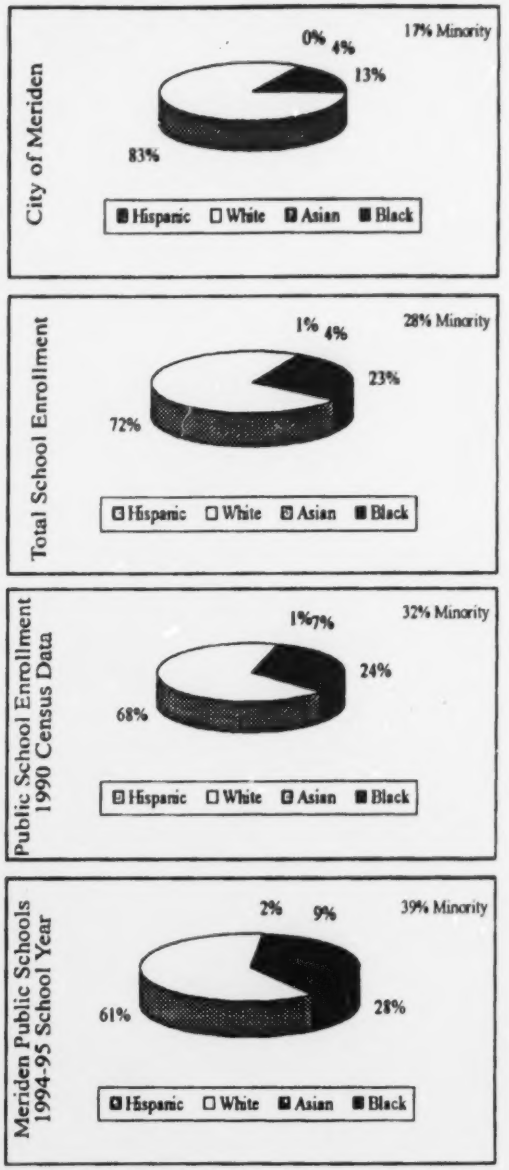
Table 1
Demographic Characteristics of the City of Meriden

···· School District Data Book ····
General Characteristics Profile - Summary (001)

Primary Area.....MERIDEN SCH DIST State ID: 080
Comparison Area 1..CONNECTICUT
Comparison Area 2..UNITED STATES

Total Persons	59,479	3,287,116	248,709,873
Percent Urban	100.00	79.14	75.21
Percent White	82.77	84.03	75.76
Percent Black	3.61	6.01	11.77
Percent Asian/Pacific Islander	0.47	1.46	2.81
Percent Hispanic	12.94	6.19	8.81

A Graphic Depiction of the Demographic Characteristics of the City, Total Student, and Public School Populations



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Given the graphic illustrations, it is evident to the reader that the public school population does not mirror that of the community. Additionally, the school population continues to undergo changes since the 1990 census.

Also, because Meriden is considered a mid-sized city in Connecticut, the community often "slips through the cracks" in qualifying for various grants awarded by the state, federal government, foundations, and businesses. While the community is needy, cities such as Bridgeport, New Haven and Hartford generally can document that they have more demonstrated need. It is often, therefore, necessary to develop an extremely strong application to be "competitive". In order to assist with the needs assessment portion of grant applications, the school system and other social service agencies can focus on information obtained from the SDDB. Table 2 provides a summary of some of the most salient yet diverse analyses which may be presented.

Table 2
Needs Assessment information for the City of Meriden

	Meriden	State	Difference
Per Pupil Expenditure	$ 6,646	$ 7,894	$1,248 per child
	Impact. A deficit of $1,248 per child for about 8,000 children indicates an immediate need for $9,984,000 to provide access to an equal education for our children.		
Number (%) Unemployed	1,642 (5.12%)	95,819 (5.31%)	[.19%]
Number (%) of adults with less than a high school diploma	11,737 (16.6%)	488,462 (19.9%)	[3.3%]
Percent of children in poverty	7.17%	6.61%	.56%
Median Household Income	$36,211	$41,721	[$5,510]
Percent children in poverty	12.29%	10.47%	1.82%
Number (%) of households receiving assistance	1,489 (6.88%)	68,092 (5.86%)	1.02%
Number (%) of at-risk preschool children under age 4	235 (28.9%)	9454 (21.0%)	7.9%
Number (%) of at-risk children ages 4 to 5	147 (8.58%)	4362 (4.93%)	3.65%

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Four major projects within the district recently lent themselves to obtaining and analyzing information from the SDDB's tables function. These projects included (1) an examination of educational levels of the parents in Meriden versus similar communities, (2) language spoken in the home, (3) planning for an elementary school magnet program across three districts, and (4) conducting a needs assessment for the Head Start and Title I preschool programs.

The first project required an examination of educational levels of the parents with children in the public schools in Meriden and in similar communities. As contained in Appendix B-1, information from the 22 district members of ERG 6 and three members of ERG 7 were obtained. Results indicated that there were 2,274 residents with less than a high school diploma. While all three districts in ERG 7 exceeded this, only three of the 22 comparable districts in ERG 6 exceeded this amount.

In Appendix B-2, one will find information related the language spoken at home and degree of linguistic isolation which exists. For example, one will glean that of those children five years and over enrolled in the public schools, there are 715 males and 920 females who speak Spanish. About one fourth are considered to be linguistically isolated. Additionally, there were 157 males and 146 females who spoke a language other than English or Spanish in the home. These results help in determining the need, for example, to distribute correspondence such as surveys in multiple languages.

In conjunction with Berlin and New Britain, Meriden Public Schools currently is planning on an inter-district elementary school magnet program to offer enrichment opportunities for at-risk elementary school-age children in a multicultural environment. Noted in Appendix B-3 are tables generated with relevant statistics for these three communities. Consideration was then given for the inclusion of this information as part of a planning grant application to a foundation.

The fourth project encompassed the determination of the number of youngsters from birth to age two in 1990. This information is beneficial as the district and other community agencies determine whether they wish to bid for the Head Start Program. Information also is beneficial in my role as Title I Director to determine the level of need and desirability of the continuation of a district-wide Chapter 1 preschool, given the reauthorization of the Elementary and Secondary Education Act (ESEA). Furthermore, information is beneficial for our community-wide effort called Meriden's Children First Initiative. This is a collaborative effort whereby over twenty community agencies and parents have joined to conduct the most comprehensive needs assessment, to date, of parents with children from birth through age eight. Results of this assessment will be used to develop an implementation grant which could result in over one million dollars over the next four years from the William Casper Memorial Foundation. As noted in Appendix B-3, statistics from Meriden and the state related to families with children from birth to age two are provided.

Part IV: Statistical Analyses Using SPSS to Examine The State's ERG Classification System Accomplished through the Application of the SDDB Database Feature

The CT State Department of Education (CSDE) employs a system whereby districts are compared across 'similar' communities. The 169 districts are grouped into seven educational reference groups (ERGs) affording comparisons on variables such as test scores, expenditures, class size and staffing ratios. An ERG may be defined as a group of districts with similar characteristics of median family income, percentage of families below the poverty level, single-parent families, non-English home language, families with a high school education and families with white collar or managerial occupations. The data were based on 1980 census characteristics of all families in the towns served by the school district.

Meriden is a member of ERG 6, which is comprised of 22 communities. Only ERG 7, which includes Bridgeport, New Haven and Hartford, is considered to be comprised of needier communities.

From Meriden's perspective, it is hypothesized that enough significant changes have occurred between the 1980 and 1990 census to warrant a re-examination by the CSDE of the existing ERG classifications. Additionally, relative to the communities within our ERG, Meriden has become significantly needier during the 10 year period of 1980 and 1990.

The SDDB has allowed for some initial analyses relative to CT's ERG classification system. This is particularly important because Meriden has evidenced a pattern of declining test scores relative to the ERG 6 average. Is this because our curriculum/instructional program is less effective than the other communities with so-called similar characteristics, or is it a function of the need to re-examine the ERG system? Also, as a district with an increasingly significant minority population, particularly of Hispanic students, are the declining rankings relative to our ERG 6 counterparts more a function of the different impact on communities with higher (and increasing) percentages of limited English proficient students who are now taking the state-mandated tests, which have become more performance-based? Is there a differential impact depending upon area assessed, that is reading, mathematics, or writing?

To begin to address these questions, the following variables were extracted from the "Top 100 Database" items incorporated as part of the SDDB: median household income, persons with income below the poverty level, total persons, family households with children, children below the poverty level, and the percent of children who were White, Black, Hispanic, Asian, or American Indian. Also extracted were number of students, teachers, and expenditures from which student-to-teacher ratios and per student expenditures were calculated. The 1994-95 grade 4 Connecticut Mastery Test results (that is, percent scoring above the statewide excellence standards) also were incorporated.

As indicated in Table 3, the initial stepwise regression analyses incorporating the use of the Statistical Software Package for Social Studies (SPSS) showed some very interesting patterns beginning to emerge. [It is anticipated that next year at AERA a detailed report of subsequent analyses conducted to address these numerous questions will be presented.]

Table 3
Stepwise Multiple Regression Using the SDDB to Predict
Grade 4 Connecticut Mastery Test Reading, Mathematics and Writing Scores

CRITERION VARIABLE: Reading

STEP	Variable Entered	Mult R	SE [est]	R^2	Adjusted R^2	Increase in R^2
1	Percent Hispanic	.48	14.39	.22	.19	

Variables that did not enter into the equation at $p < .05$: Median family income, percent of children below poverty, teacher-to-student ratio, per student expenditure, percent White, percent Black, percent Asian.

Optimal equation: Predicted Reading Score = (-65.14) Percent Hispanic + 56.14.

CRITERION VARIABLE: Mathematics

STEP	Variable Entered	Mult R	SE [est]	R^2	Adjusted R^2	Increase in R^2
1	Percent Hispanic	.77	6.54	.59	.57	
2	Student-to-teacher Ratio	.82	6.02	.67	.64	.07

Variables that did not enter into the equation at $p < .05$: Median family income, percent of children below poverty, per student expenditure, percent White, percent Black, percent Asian.

Optimal equation: Predicted Mathematics Score = (-58.12) Percent Hispanic + (2.30) Student-to-teacher Ratio + 9.61.

CRITERION VARIABLE: Writing

STEP	Variable Entered	Mult R	SE [est]	R^2	Adjusted R^2	Increase in R^2
1	Student-to-teacher Ratio	.64	11.25	.40	.37	
2	Percent of Children Born in Poverty	.77	9.57	.59	.54	.17

Variables that did not enter into the equation at $p < .05$: Median family income, per student expenditure, percent White, percent Black, percent Asian, percent Hispanic.

Optimal equation: Predicted Writing Score = (5.66) Student-to-teacher Ratio + (-95.63) Percent Children Born Poor + (-36.74).

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Part V: Recommendations for Enhancements, Research Design Implications/Recommendations and Other Personal Thoughts

The SDDB provides a wonderful source of readily available information to districts of all sizes. Representing the smallest of districts in today's interactive symposium, I find that it is particularly beneficial to those in local education agencies who wear multiple hats - for example, Title I Director, Executive Director of Head Start, Family Resource Center Assistant Coordinator, and Meriden's Children First Initiative Facilitator, along with testing, evaluation and research responsibilities. The information obtained serves a multitude of purposes. Once obtained, the data can easily be extracted into a spreadsheet (such as Lotus or Excel), ASCII file, or word processing/desktop publishing program (such as WordPerfect, Microsoft Word or Publish). The information also can be used to generate one's own tables and graphics as demonstrated in this presentation.

However, in light of the fact that I am accessing the information from a "smaller district's" perspective, I would be remiss if I did not also share that at times the SDDB was not found to be user friendly. For example, it was difficult to get the program up-and-running and, to this day, I am unable to explain why the GIS works on one computer at home but not on another relatively comparable one. Within a "smaller district", there is no Management Information Systems analyst on staff which thereby necessitated one's need to seek the assistance of two computer programmers/analysts, and personal friends, who work in the business community, to assist with the installation. Yet, despite these frustrations, NCES and the MESA Group are to be commended for the exceptional efforts in making 200,000 data items available on each of the 15,274 public school districts! The training sessions offered and on-line support provided also are commendable. Also of note, are NCES' and MESA's efforts to reach out and give districts access to comprehensive data. Every district has been involved in data collection projects, where the results are tabulated, submitted to the state education agency (who in turn submits them to the federal government) and forgotten. NCES and MESA have engineered the nation-wide accumulation of this valuable information and put it back in the hands of the professionals that need it the most.

In the future ... I would recommend the continuation of the SDDB. I would also recommend, however, the annual update of district level information, such as that which is obtained by the NCES through the Common Core of Data. Current enrollment and financial data on districts are paramount to the feasibility and validity of that which is examined. Additionally, to the extent possible, projected Year 2000 census information could be provided. And finally, given the release of the SDDB in July 1994, it is the expectation that this exciting electronic resource continues upon the release on the Year 2000 census, incorporating capabilities for longitudinal analyses.

As school districts head into the 21st century, no longer can educators focus on just the three R's; rather, as this year's AERA theme suggests, there is growing acceptance of the need for interdependence among the human services to effectively serve children, adults, and families in America. It is through the SDDB that educators can obtain vital statistics representing the full needs of their communities.

···· School District Data Book ····

General Characteristics Profile - Summary (001)

Primary Area.....MERIDEN SCH DIST State ID: 080
Comparison Area 1..CONNECTICUT
Comparison Area 2..UNITED STATES

		Meriden	Connecticut	United States
State-County-District Codes		09-000-02400	09-00000	00-00000
Metropolitan Area (MSA) Code		00-5480	00-0000	-
County Code (Some Districts)		009	000	
Zip Code (Some Districts)		06450	00000	
Grade Range (Districts)		PK-12	00-00	00-00
Total Persons	Q1.1	59,479	3,287,116	248,709,873
Percent Urban		100.00	79.14	75.21
Percent White		82.77	84.03	75.76
Percent Black	Q1.2	3.61	8.01	11.77
Percent Asian/Pacific Islander		0.47	1.46	2.81
Percent Hispanic		12.94	6.19	8.81
Percent in Poverty	Q1.3	7.17	6.61	12.76
Total Housing Units	Q1.4	24,826	1,320,850	102,263,678
Median Housing Value	$	145,618	176,682	78,500
Median Household Income	$	36,211	41,721	30,056
Per Capita Income in 1989	$	15,618	20,189	14,420
Total Children		12,166	641,318	55,325,634
Enrolled		10,065	546,786	45,745,358
% Public of Those Enrolled	Q1.5	81.92	84.09	87.18
% Private of Those Enrolled		18.08	15.91	12.82
Percent Urban		100.00	76.67	72.82
Percent White		72.31	76.82	68.92
Percent Black		4.13	10.81	14.77
Percent Asian and Pacific Islander		0.70	1.84	3.10
Percent Hispanic		22.46	10.10	12.04
Percent in Poverty		12.29	10.47	17.84
Students per Teacher		15	13	17
Total Revenue per Student	$	6,646	7,894	5,154
Federal Revenue per Student	$	290	245	302
Total Expenditure per Student	$	8,485	7,857	5,203

Meriden Public Schools
Office of Research and Evaluation
Source: SDDB

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•••• School District Data Book ••••

General Characteristics Profile - Detailed (002)

Primary Area.....MERIDEN BCH DIST State ID: 080
Comparison Area 1..CONNECTICUT
Comparison Area 2..UNITED STATES

	Meriden	Connecticut	United States
State-County-District Codes	09-000-02400	09-00000	00-00000
Metropolitan Area (MSA) Code	00-5480	00-0000	-
County Code (Some Districts)	009	000	
Zip Code (Some Districts)	06450	00000	
Grade Range (Districts)	PK-12	00-00	00-00
Total Persons	59,479	3,287,116	248,709,873
Male	28,249	1,591,863	121,172,379
Female	31,230	1,695,253	127,537,494
Total Persons - 100-Percent Count	59,479	3,287,116	248,709,873
Unweighted Sample Count	7,351	446,558	38,607,515
Persons by Type of Household			
Persons in Households	58,352	3,185,621	242,050,161
Persons in Non-household Settings	1,127	101,495	6,659,712
Persons by Urban/Rural Status			
Urban - Inside Urbanized Areas	59,479	2,455,622	158,258,042
Urban - Outside Urbanized Areas	0	145,912	28,793,501
Rural - Farm	0	5,250	3,871,583
Rural - Nonfarm	0	680,332	57,786,747
Persons by Race/Ethnic Origin			
NonHispanic			
White	49,228	2,762,106	188,424,773
Black	2,145	263,344	29,284,596
American Indian, Eskimo, Aleut	94	6,153	1,866,807
Asia and Pacific Islander	279	47,872	6,994,302
Other Races	38	4,130	239,306
Hispanic	7,695	203,511	21,900,089
Labor Force Status			
(Persons 16 Years & Over)			
In Labor Force	32,028	1,804,457	125,182,378
Civilian Employed	30,347	1,692,874	115,681,202
Civilian Unemployed	1,642	95,819	7,792,248
Educational Attainment			
(Persons 20 Years & Over)			
12th Grade or Less, No Diploma	11,737	488,462	42,600,296
High School Graduate	15,192	728,514	53,459,489
Some College, No Bachelor	10,151	591,302	47,160,089
Bachelor or Higher Degree	6,608	636,997	34,293,949
Families	16,050	872,211	65,049,428
Parents Living with Children	11,661	634,396	51,984,201
Households	23,108	1,230,243	91,993,582
With Children 3-19Years,NHSG	7,163	373,658	31,050,897
With Children Under 18 Years	8,004	417,720	33,989,004
With Children 5 to 17 Years	5,975	318,879	26,867,196

Q2.1 Q2.2 Q2.3

Meriden Public Schools
Office of Research and Evaluation
Source: SDDB

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continued

	Meriden	Connecticut	United States
Total Housing Units	24,826	1,320,850	102,263,678
Occupied Housing Units	23,240	1,230,479	91,947,410
Owner Occupied	14,071	807,559	59,031,378
Renter Occupied	9,169	422,920	32,916,032
Vacant Housing Units	1,586	90,371	10,316,268
Total Housing Units-100-Pct Count	24,826	1,320,850	102,263,678
Unweighted Sample Count	3,131	180,790	16,326,603
Occupied Housing Units			
Urban - Inside Urbanized Area	23,240	932,098	59,243,029
Urban - Outside Urbanized Area	0	55,594	10,792,596
Rural - Farm	0	1,913	1,391,483
Rural - Nonfarm	0	240,874	20,520,302
Inside Metro			
In Central City	23,240	430,574	29,793,633
Not in Central City - Urban	0	522,449	32,332,671
Not in Central City - Rural	0	185,202	9,139,082
Outside Metro - Urban	0	34,669	7,937,968
Outside Metro - Rural	0	57,585	12,744,056
Economic Characteristics			
Median Gross Rent	533	598	447
Median Housing Value	145,618	176,682	78,500
Per Capita Income in 1989	15,618	20,189	14,420
Median Household Income	36,211	41,721	30,056
Public Assistance Income in 1989			
Households with Assistance	1,489	68,092	6,943,269
Households without Assistance	21,619	1,162,151	85,050,313
Poverty Status, Income in 1989			
With Income Above Poverty Level	54,110	2,970,778	210,234,995
With Income Below Poverty Level	4,266	217,347	31,742,864
Dropouts, Persons 16-19 Years, Not HS Graduates and Not Enrolled in School			
In Households	513	14,537	1,528,412
In Group Quarters	8	962	77,082
At-Risk Pre-School Age			
Less than 4 years	235	9,454	951,559
4 to 5 years of age	147	4,362	431,465
At Risk School Age Children			
6 to 19 years of age	560	21,186	2,232,178
Total Children (3-19 Years, Not High School Graduate)	12,166	641,318	55,325,634
Male	6,011	331,212	28,562,469
Female	6,155	310,106	26,763,165
Children by Urban/Rural Status			
Urban - Inside Urbanized Area	12,166	465,838	33,726,276
Urban - Outside Urbanized Area	0	25,850	6,563,128
Rural - Farm	0	910	892,513
Rural - Nonfarm	0	148,720	14,143,717

Q2.4 Q2.5 Q2.6

Meriden Public Schools
Office of Research and Evaluation
Source: SDDB

continued

	Meriden	Connecticut	United States
Children by Race/Ethnicity			
NonHispanic			
White	8,797	492,666	38,131,162
Black	502	69,308	8,174,313
American Indian, Eskimo, Aleut	21	1,104	553,604
Asian and Pacific Islander	85	11,776	1,714,600
Other Races	29	1,702	92,780
Hispanic	2,732	64,762	6,659,175
Children by Age			
Age 3 Years	813	45,006	3,656,737
Age 4 Years	903	44,715	3,682,236
Age 5 Years	809	43,635	3,686,738
Age 5 to 13 Years	6,874	366,450	32,007,392
Age 14 to 17 Years	2,839	153,253	13,061,288
In Households	2,839	151,197	12,914,917
In Group Quarters	0	2,056	146,371
Age 18 to 19 Years	737	31,894	2,917,981
Children by Household Type			
In Family Households			
Child (natural, adopted)	11,374	594,749	50,150,370
Other (e.g., householder)	605	38,184	4,389,525
In Nonfamily Households	124	4,107	483,176
In Group Quarters	63	4,278	302,563
Children by Poverty Status			
Income Above Poverty Level	10,507	564,785	44,568,994
Income Below Poverty Level	1,495	67,162	9,869,682
Children Enrolled in School	10,065	546,786	45,745,358
Male	4,990	281,012	23,574,082
Female	5,075	265,774	22,171,276
By Race/Ethnicity			
NonHispanic			
White	7,343	425,203	31,799,914
Black	400	57,462	6,732,276
American Indian, Eskimo, Aleut	21	864	449,369
Asian and Pacific Islander	85	10,066	1,457,709
Other Races	16	1,351	73,480
Hispanic	2,200	51,840	5,232,610
Children Enrolled in Public School	8,245	459,777	39,080,220
Male	4,044	237,291	20,594,707
Female	4,201	222,486	19,285,513
By Race/Ethnicity			
NonHispanic			
White	5,694	348,979	27,095,956
Black	338	52,461	6,265,423
American Indian, Eskimo, Aleut	21	757	424,747
Asian and Pacific Islander	85	8,530	1,239,862
Other Races	10	1,204	63,453
Hispanic	2,097	47,846	4,790,779
Adminstrative (Common Core of Data)			
Students (CCD)	7,801	461,560	39,809,102
Teachers	510	35,308	2,319,127
Schools	13	983	81,637

Q2.7

Q2.8

Meriden Public Schools
Office of Research and Evaluation
Source: SDDB

continued

		Meriden	Connecticut	United States
Financial (Census of Governments)				
Total Revenue	K$	51,849	3,643,359	209,104,586
Local Revenue	K$	25,033	2,033,860	97,589,934
State Revenue	K$	24,552	1,496,524	99,248,045
Federal Revenue	K$	2,264	112,975	12,266,607
Total Expenditures	K$	66,189	3,626,609	211,114,060
Current Expenditures	K$	43,442	3,215,421	177,944,675
Instruction Expenditures	K$	28,157	2,150,909	113,005,845
Support Expenditures	K$	2,227	119,224	11,743,561
Students (F-33)		7,801	461,560	40,573,365

Q2.9

Q2.10

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Meriden Public Schools
Office of Research and Evaluation
Source: SDDB

•••• School District Data Book ••••

District Financial Profile - Summary (101)

Primary Area.....MERIDEN CITY SCHS
Comparison Area 1..CONNECTICUT
Comparison Area 2..UNITED STATES

		Meriden	Connecticut	United States
State-District Codes:		09-02400	09-00000	00-00000
Students		7,801	461,560	40,573,365
Total Revenue per Student	$	6,646	7,894	5,154
Local Taxes per Student		0	0	1,568
Parent Govt Contribution/Student		3,073	4,023	438
State Revenue per Student		3,147	3,242	2,446
Federal Revenue per Student		290	245	302
Total Expenditure per Student	$	8,485	7,857	5,212
Current Spending per Student		5,854	7,225	4,684
Instr. Expenditure/Student	Q3.1	3,609	4,660	2,794
Support Serv. Spending/Student		1,959	2,306	1,601
TOTAL REVENUE BY SOURCE (000's)	$	51,849	3,643,359	209,104,586
Percent Local		48.28	55.82	46.67
Percent from Property Tax		0.00	0.00	29.65
Percent Parent Government		46.24	50.96	8.51
Percent Local Intergovernmental		0.25	3.46	1.38
Percent Charges	Q3.2	1.76	1.27	2.90
Percent State Sources		47.35	41.08	47.46
Percent Federal Sources		4.37	3.10	5.87
TOTAL EXPENDITURES (000's)		66,189	3,626,609	211,456,830
Percent Current Instruc. Program		65.63	88.66	84.31
Percent Instruction	Q3.3	42.54	59.31	53.60
Percent Support Services		23.09	29.35	30.71
Percent Current Noninstructional		3.36	3.29	5.55
Percent Capital Outlay		22.36	5.69	8.17

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District Financial Profile - Detailed (102)

Primary Area.....MERIDEN CITY SCHS
Comparison Area 1..CONNECTICUT
Comparison Area 2..UNITED STATES

Primary Area Area 1 Area 2		Meriden	Connecticut	United States
State-District Code:		09-02400	09-00000	00-00000
Students		7,801	461,560	40,573,365
Total Revenue per Student	$	6,646	7,894	5,154
Local Taxes per Student		0	0	1,568
Parent Govt Contribution/Student		3,073	4,023	438
State Revenue per Student		3,147	3,242	2,446
Federal Revenue per Student		290	245	302
Total Expenditure per Student	$	8,485	7,857	5,212
Current Spending per Student		5,854	7,225	4,684
Instructional Expenditure/Student		3,609	4,660	2,794
Support Services Spending/Student		1,959	2,306	1,601
TOTAL REVENUE BY SOURCE (000's)	$	51,849	3,643,359	209,104,586
Total Local Revenue		25,033	2,033,860	97,589,934
Taxes		0	0	63,629,146
Property Tax		0	0	61,991,641
General Sales Tax		0	0	480,610
Income Tax		0	0	531,492
Public Utility Tax		0	0	67,654
Other Tax		0	0	557,749
Parent Government Contribution		23,974	1,856,701	17,789,644
Local Intergovernmental		131	126,108	2,889,361
Interschool Transfer		131	N/A	N/A
Cities and Counties		0	126,108	2,889,361
Charges		912	46,290	6,062,738
School Lunch	Q4.1	873	42,841	3,425,419
Tuition & Transportation		0	1,211	956,571
Other Charges		39	2,238	1,680,748
Interest Earnings		0	0	3,715,353
Other		16	4,761	3,503,692
Total State Revenue		24,552	1,496,524	99,248,045
Direct from State		24,552	1,173,519	92,800,968
State Revenue on Behalf of LEA		0	323,005	6,447,077
Total Federal Aid		2,264	112,975	12,266,607
Federal Aid Through State		2,264	107,827	10,923,599
School Lunch		984	31,713	3,405,163
All Other		1,280	76,114	7,518,436
Direct Federal Aid		0	5,148	1,343,008

continued

		Meriden	Connecticut	United States
TOTAL EXPENDITURES (000's)		66,189	3,626,609	211,456,830
Current For Instructional Programs		43,442	3,215,421	178,287,445
Instruction		28,157	2,150,909	113,348,615
Direct Instruction		28,157	1,857,363	108,342,770
Retirement Fund Transfer to LEA		0	0	470,718
Expenditures on Behalf of LEA		0	293,546	4,535,127
Support Services		15,285	1,064,512	64,938,830
Pupil Support Services	Q42-3	3,208	146,804	6,487,772
Instructional Staff Sup Svc	Q42-3	946	91,509	5,607,468
General Admin Support Services	Q42-3	485	83,219	4,602,537
School Admin Support Services	Q42-3	2,288	161,400	9,098,041
Other Support Services	Q42-3	8,358	552,122	32,882,439
Support Services - NEC	Q42-3	0	29,458	6,260,573
Noninstructional Curr. Spending		2,227	119,224	11,743,561
Food Service	Q44	1,514	81,350	7,614,989
Expenditures on Behalf of LEA	Q44	0	0	88,767
Other	Q44	713	37,874	4,039,805
Capital Outlay Expenditure	Q45	14,799	206,309	17,275,179
Equipment	Q45	464	34,841	4,828,022
Construction	Q45	14,335	156,997	9,896,710
Land and Existing Structures	Q45	0	14,471	2,550,447
Payments to Other LEA's & Govts		4,561	36,883	647,609
Interschool Transfer		2,455	N/A	N/A
Payments to State Governments		0	491	341,967
Payments to Local Governments		2,106	36,392	305,642
Interest on Debt		1,160	48,772	3,503,036
Long-Term Debt Issued	$	0	0	8,397,806
Long-Term Debt Retired		2,063	68,277	4,215,116
Long-Term Debt Outst., End Yr	Q41	8,170	478,755	52,004,222
Short-Term Debt Outst., End Yr	Q41	0	0	2,680,489
Assets at End of Year	Q41	0	14,985	41,767,465
Sinking Fund	Q41	0	472	3,212,577
Bond Fund	Q41	0	5,055	9,926,480
Other	Q41	0	9,458	28,628,408

**** School District Data Book ****
Administrative Profile - Summary (105)

Primary Area.....:MERIDEN SCH DIST
Comparison Area 1..CONNECTICUT
Comparison Area 2..UNITED STATES

State and District Codes	Meriden 09-02400	Connecticut 09-00000	United States 00-00000
Number of Students	7,801	447,802	39,858,731
Percent Free Lunch Eligible	0.00	0.00	8.47
Percent Amer. Indian/Al.Native	0.17	0.17	0.86
Percent Asian & Pac. Islander Q51	1.05	2.07	2.95
Percent Hispanic	24.15	9.64	10.58
Percent Black, Not Hispanic	6.83	12.55	14.55
Percent White, Not Hispanic	67.80	75.57	61.70
in Schools by Enrollment Size			
Percent Under 100 Students	0.78	0.38	0.89
Percent 100 - 199 Students	0.00	1.98	3.31
Percent 200 - 299 Students	0.00	8.05	6.24
Percent 300 - 399 Students	5.02	17.02	10.33
Percent 400 - 499 Students	16.04	20.76	12.47
Percent 500 - 599 Students	6.65	10.92	12.73
Percent 600 - 699 Students	34.12	8.51	10.89
Percent 700 - 799 Students	0.00	9.14	8.52
Percent 800 - 999 Students	22.72	8.76	11.48
Percent 1,000 - 1,499 Q52	14.66	10.74	13.10
Percent 1,500 or More Q52	0.00	3.73	10.05
in Schools by Urban/Rural Category			
Percent Large Central City	0.00	13.78	13.30
Percent Mid-Size Central City	100.00	16.48	16.63
Percent Urban Fringe of Large City	0.00	18.62	17.52
Percent Urban Fringe of Midsz City	0.00	13.53	11.97
Percent Large Town	0.00	3.30	2.34
Percent Small Town	0.00	28.78	21.68
Percent Rural Territory	0.00	3.51	16.55
in Schools by Type of School			
Percent Regular Schools	99.22	99.25	99.05
Percent Special Education Schools	0.00	0.25	0.32
Percent Vocational Schools	0.00	0.05	0.28
Number of Schools	13	957	81,370
Percent Regular Q53	92.31	96.76	96.24
Percent Special Education Q53	0.00	1.15	1.56
Percent Vocational Q53	0.00	0.21	0.86
by Urban/Rural Category			
Percent Large Central City	0.00	11.60	9.13
Percent Mid-Size Central City	100.00	17.76	14.12
Percent Urban Fringe of Large City	0.00	18.50	14.24
Percent Urban Fringe of Midsz City	0.00	14.42	9.87
Percent Large Town	0.00	3.24	2.20
Percent Small Town	0.00	29.36	22.84
Percent Rural Territory	0.00	5.12	27.58
Number of Teachers	509	31,369	2,235,169
in Schools by Urban/Rural Category			
Percent Large Central City	0.00	12.74	12.88
Percent Mid-Size Central City	100.00	18.65	16.18
Percent Urban Fringe of Large City	0.00	18.89	16.78
Percent Urban Fringe of Midsz City	0.00	13.38	11.92
Percent Large Town	0.00	3.26	2.27
Percent Small Town	0.00	29.54	21.97
Percent Rural Territory	0.00	3.53	18.05

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Administrative Profile - Detailed (106)

Primary Area.....MERIDEN SCH DIST
Comparison Area 1..CONNECTICUT
Comparison Area 2..UNITED STATES

	Meriden	Connecticut	United States
State and District Codes	09-02400	09-00000	00-00000
Total Population (100%) of District	59,479	3,287,116	248,709,873
Area of District (Square kilometers)	61	14,358	9,809,431
Number of Schools	13	957	81,370
Teachers (FTEs)	509	31,369	2,235,169
Students Reported in Schools			
Total	7,801	447,802	39,858,731
Total - Free Lunch Eligible	0	0	3,374,471
American Indian & Alaska Native	13	772	341,575
Asian & Pacific Islander	82	9,260	1,177,609
Hispanic	1,884	43,170	4,218,093
Black, not Hispanic	533	56,195	5,798,934
White, not Hispanic	5,289	338,405	24,591,250
Number of Schools by Enrollment Size			
Less than 100	1	37	6,842
100 - 199	0	59	8,754
200 - 299	0	139	9,893
300 - 399	1	216	11,773
400 - 499	3	208	11,082
500 - 599	1	90	9,271
600 - 699	4	59	6,718
700 - 799	0	55	4,548
800 - 999	2	44	5,163
1,000 - 1,499	1	40	4,379
1,500 or More	0	10	2,019
Enrollment not reported	0	0	928
Number of Students in Schools by Enrollment Reported Size			
Schools with less than 100 Student	61	1,707	353,299
Schools with 100 - 199 Students	0	8,888	1,319,257
Schools with 200 - 299 Students	0	36,037	2,486,460
Schools with 300 - 399 Students	392	76,228	4,117,724
Schools with 400 - 499 Students	1,251	92,947	4,971,946
Schools with 500 - 599 Students	519	48,916	5,075,502
Schools with 600 - 699 Students	2,662	38,090	4,340,413
Schools with 700 - 799 Students	0	40,942	3,395,071
Schools with 800 - 999 Students	1,772	39,240	4,574,390
Schools with 1000 - 1499 Students	1,144	48,086	5,220,665
Schools with 1500 or more Students	0	16,721	4,004,004

continued

	Meriden	Connecticut	United States
Number of Schools by Type			
Regular schools	12	926	78,313
Special education schools	0	11	1,270
Vocational schools	0	2	696
Other/alternative schools	1	18	1,091
Number of Students by Type of School			
Regular Schools	7,740	444,453	39,481,695
Special Ed Schools	0	1,109	126,659
Vocational Schools	0	202	112,229
Other/Alternative Schools	61	2,038	138,148
Number of Schools by Urban/Rural Category			
Large Central City	0	111	7,432
Mid-Size Central City	13	170	11,493
Urban Fringe of Large City	0	177	11,591
Urban Fringe of Mid-Sized City	0	138	8,034
Large Town	0	31	1,794
Small Town	0	281	18,581
Rural Territory	0	49	22,445
Number of Students Reported in School by Urban/Rural Category			
Large Central City	0	61,703	5,301,358
Mid-Size Central City	7,801	82,752	6,628,597
Fringe of Large City	0	83,371	6,984,702
Fringe of Med City	0	60,580	4,770,167
Large Towns	0	14,785	932,990
Small Towns	0	128,872	8,643,161
Rural Territory	0	15,739	6,597,756
Number of Teachers (FTE) in Schools by Urban/Rural Category			
Large Central City	0	3,995	286,171
Mid-Size Central City	509	5,849	361,747
Fringe of Large City	0	5,926	375,119
Fringe of Med City	0	4,196	266,455
Large Town	0	1,022	50,660
Small Town	0	9,267	491,003
Rural Territory	0	1,108	403,364
Number of Schools by Free Lunch Eligibility			
Less than 5 percent eligible	0	0	12,919
5 - 9 percent eligible	0	0	3,936
10 - 14 percent eligible	0	0	3,815
15 - 19 percent eligible	0	0	3,139
20 - 24 percent eligible	0	0	2,714
25 - 39 percent eligible	0	0	5,307
40 percent or more eligible	0	0	6,128
With Eligible > Reported Students	0	0	72
With Free Lunch/Students missing	13	957	43,340

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continued

	Meriden	Connecticut	United States
Number of Students in Schools by Free Lunch Eligibility			
Less than 5 percent eligible	0	0	6,223,087
5 - 9 percent eligible	0	0	2,222,002
10 - 14 percent eligible	0	0	1,894,107
15 - 19 percent eligible	0	0	1,463,043
20 - 24 percent eligible	0	0	1,188,958
25 - 39 percent eligible	0	0	2,436,015
40 percent or more eligible	0	0	2,698,487
With Eligible > Reported Students	0	0	17,747
With Free Lunch/Students missing	7,801	447,802	21,715,285
Number of Teachers (FTE) in Schools by Free Lunch Eligibility			
Less than 5 percent eligible	0	0	362,447
5 - 9 percent eligible	0	0	126,922
10 - 14 percent eligible	0	0	108,721
15 - 19 percent eligible	0	0	84,682
20 - 24 percent eligible	0	0	68,563
25 - 39 percent eligible	0	0	144,434
40 percent or more eligible	0	0	164,646
With Eligible > Reported Students	0	0	1,746
With Free Lunch/Students missing	509	31,369	1,171,686
Number of Students with Race/Ethnicity reported	7,801	447,802	36,125,497
Number of Schools by Percent Black			
Less than 5 percent	4	582	43,557
5 - 9 percent	7	93	5,986
10 - 19 percent	2	90	6,219
20 - 34 percent	0	87	5,798
35 - 64 percent	0	69	5,596
65 - 79 percent	0	19	1,422
80 - 89 percent	0	6	801
90 - 94 percent	0	7	539
95 percent or more	0	4	1,841
With percent Black missing	0	0	9,611
Number of Students in Schools by Percent Black			
Less than 5 percent	2,125	265,251	19,292,869
5 - 9 percent	4,873	40,918	3,608,595
10 - 19 percent	803	41,990	3,900,924
20 - 34 percent	0	50,159	3,498,637
35 - 64 percent	0	32,047	3,223,606
65 - 79 percent	0	7,070	783,391
80 - 89 percent	0	3,495	474,547
90 - 94 percent	0	5,291	312,804
95 percent or more	0	1,581	1,043,781
With percent Black missing	0	0	3,719,577

Meriden Public Schools
Office of Research and Evaluation
Source: SDDB

continued

	Meriden	Connecticut	United States
Number of Teachers (FTE) in Schools by Percent Black			
Less than 5 percent	147	18,757	1,052,110
5 - 9 percent	324	2,721	189,887
10 - 19 percent	37	2,791	212,926
20 - 34 percent	0	3,651	199,775
35 - 64 percent	0	2,262	190,094
65 - 79 percent	0	460	46,933
80 - 89 percent	0	239	27,826
90 - 94 percent	0	369	18,500
95 percent or more	0	103	58,427
With percent Black missing	0	0	237,651
Number of Schools by Percent White			
Less than 5 percent	0	47	4,405
5 - 9 percent	0	19	1,185
10 - 19 percent	0	12	2,013
20 - 34 percent	0	39	3,222
35 - 64 percent	4	103	10,819
65 - 79 percent	7	84	8,707
80 - 89 percent	2	89	8,868
90 - 94 percent	0	189	8,274
95 percent or more	0	375	24,266
With percent White missing	0	0	9,611
Number of Students in Schools by Percent White			
Less than 5 percent	0	29,474	2,902,567
5 - 9 percent	0	9,158	766,152
10 - 19 percent	0	5,853	1,245,613
20 - 34 percent	0	18,325	1,952,829
35 - 64 percent	1,868	52,630	6,206,199
65 - 79 percent	4,886	40,019	4,865,521
80 - 89 percent	1,047	38,833	4,787,254
90 - 94 percent	0	96,765	4,169,100
95 percent or more	0	156,745	9,243,919
With percent White missing	0	0	3,719,577
Number of Teachers (FTE) in Schools by Percent White			
Less than 5 percent	0	1,925	158,706
5 - 9 percent	0	611	41,298
10 - 19 percent	0	333	65,474
20 - 34 percent	0	1,285	104,551
35 - 64 percent	91	3,829	340,267
65 - 79 percent	363	2,778	267,040
80 - 89 percent	54	2,709	262,448
90 - 94 percent	0	6,994	230,554
95 percent or more	0	10,873	525,225
With percent White missing	0	0	237,651

Meriden Public Schools
Office of Research and Evaluation
Source: SDDB

continued

	Meriden	Connecticut	United States
Number of Schools by Pct Hispanic			
Less than 5 percent	0	675	51,104
5 - 9 percent	2	79	5,565
10 - 14 percent	0	43	2,931
15 - 24 percent	5	49	3,553
25 - 74 percent	6	103	6,687
75 - 89 percent	0	7	1,029
90 percent or more	0	1	890
With percent Hispanic missing	0	0	9,611
Number of Students by Pct Hispanic			
Less than 5 percent	0	301,429	23,533,129
5 - 9 percent	1,047	40,360	3,088,956
10 - 14 percent	0	19,280	1,738,172
15 - 24 percent	3,670	22,747	2,189,155
25 - 74 percent	3,084	59,083	4,193,390
75 - 89 percent	0	4,307	721,814
90 percent or more	0	596	674,538
With percent Hispanic missing	0	0	3,719,577
Number of Teachers (FTE) by Percent Hispanic			
Less than 5 percent	0	21,225	1,342,259
5 - 9 percent	54	2,803	165,118
10 - 14 percent	0	1,363	91,977
15 - 24 percent	296	1,695	113,415
25 - 74 percent	158	3,968	213,900
75 - 89 percent	0	264	35,654
90 percent or more	0	42	34,281
With percent Hispanic missing	0	0	237,651
Number of Schools by Percent Native American			
Less than 5 percent	13	956	68,546
5 - 9 percent	0	1	1,157
10 - 14 percent	0	0	514
15 - 24 percent	0	0	536
25 - 74 percent	0	0	660
75 - 89 percent	0	0	72
90 percent or more	0	0	274
With pct Native American missing	0	0	9,611
Number of Students by Percent Native American			
Less than 5 percent	7,801	447,333	35,063,391
5 - 9 percent	0	469	486,667
10 - 14 percent	0	0	181,539
15 - 24 percent	0	0	169,834
25 - 74 percent	0	0	169,726
75 - 89 percent	0	0	12,653
90 percent or more	0	0	55,344
With pct Native American missing	0	0	3,719,577

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continued

	Meriden	Connecticut	United States
Number of Teachers (FTE) by Percent Native American			
Less than 5 percent	509	31,347	1,934,690
5 - 9 percent	0	21	26,663
10 - 14 percent	0	0	10,357
15 - 24 percent	0	0	10,206
25 - 74 percent	0	0	10,564
75 - 89 percent	0	0	898
90 percent or more	0	0	3,765
With pct Native American missing	0	0	237,651
Number of Schools by Percent Asian/Pacific Islander			
Less than 5 percent	13	898	63,543
5 - 9 percent	0	43	4,236
10 - 14 percent	0	14	1,668
15 - 24 percent	0	2	1,231
25 - 74 percent	0	0	937
75 - 89 percent	0	0	115
90 percent or more	0	0	29
With percent missing	0	0	9,611
Number of Students by Percent Asian/Pacific Islander			
Less than 5 percent	7,801	418,450	30,511,027
5 - 9 percent	0	21,843	2,775,956
10 - 14 percent	0	6,971	1,117,996
15 - 24 percent	0	538	921,723
25 - 74 percent	0	0	714,284
75 - 89 percent	0	0	78,574
90 percent or more	0	0	19,594
With percent missing	0	0	3,719,577
Number of Teachers (FTE) by Percent Asian/Pacific Islander			
Less than 5 percent	509	29,314	1,719,938
5 - 9 percent	0	1,576	142,130
10 - 14 percent	0	441	54,542
15 - 24 percent	0	31	43,624
25 - 74 percent	0	0	31,551
75 - 89 percent	0	0	4,128
90 percent or more	0	0	1,026
With percent missing	0	0	237,651

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1990 Census School District Tabulations

Demographic Profile C01 -- Households with Children
FOR: Enrolled in Public School
AND: Total Relevant

AREA 1: **MERIDEN SCH DIST** [09000 02400]
AREA 2: Connecticut [09000 00000]

	AREA 1	AREA 2
Household Type (Table P019)		
Universe: Households	5,131	277,314
Family Households:		
Married-couple family	3,485	204,486
Other family		
Male householder, no wife present	182	9,663
Female householder, no husband present	1,412	61,251
Nonfamily households	52	1,914
Persons in Households (P016)		
Universe: Households	5,131	277,314
1 person	0	49
2 persons	352	15,525
3 persons	1,145	60,978
4 persons	1,913	112,472
5 persons	1,228	59,668
6 persons	370	19,496
7 or more persons	123	9,126
Children Under 18 Years in Households (P200)		
Universe: Households w/children under 18 years	4,966	269,459
1 person	0	18
2 persons	346	14,384
3 persons	1,060	57,589
4 persons	1,871	110,187
5 persons	1,196	58,882
6 persons	370	19,316
7 or more persons	123	9,083
Children 5 to 17 Years in Households (P201)		
Universe: Households with children 5 to 17 yrs	4,854	263,243
1 person	0	18
2 persons	346	13,809
3 persons	1,029	55,705
4 persons	1,810	107,648
5 persons	1,188	58,102
6 persons	358	19,043
7 or more persons	123	8,918
Households by Householder Race/Ethnic Origin (P020)		
Universe: Households	5,131	277,314
White	4,326	226,098
Black	203	32,233
American Indian, Eskimo & Aleut	21	571
Asian and Pacific Islander	57	5,342
Other Races	524	13,070
Hispanic Origin	1,147	26,259

Meriden Public Schools
Office of Research and Evaluation
Source: SDDB

continued

Occupied Housing Units by Urban/Rural Status (H085)		
Universe: Occupied Housing Units	5,131	276,292
Urban:		
Inside urbanized area	5,131	197,911
Outside urbanized area	0	11,771
Rural:		
Farm	0	400
Nonfarm	0	66,210
Occupied Housing Units by Metropolitan Status (H006)		
Universe: Occupied Housing Units	5,131	276,292
Inside metropolitan area:	5,131	254,776
In central city	5,131	87,587
Not in central city:	0	167,189
Urban	0	114,802
Rural	0	52,387
Outside metropolitan area:	0	21,516
Urban	0	7,293
Rural	0	14,223
Occupied Housing Units by Tenure (H022)		
Universe: Occupied Housing Units	5,131	276,292
Owner occupied:	2,923	185,816
Units in structure:		
1, detached	2,467	168,185
1, attached	102	4,683
2	204	6,572
3 or 4	70	2,565
5 to 9	19	862
10 to 19	10	673
20 to 49	12	174
50 or more	0	106
Mobile home or trailer	27	904
Other	12	1,092
Renter occupied:	2,208	90,476
Units in structure:		
1, detached	199	15,108
1, attached	106	6,407
2	573	18,847
3 or 4	774	22,529
5 to 9	286	13,342
10 to 19	130	7,224
20 to 49	59	3,312
50 or more	26	2,130
Mobile home or trailer	0	186
Other	55	1,391

Meriden Public Schools
Office of Research and Evaluation
Source: SDDB

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1990 Census School District Tabulations

Demographic Profile C02 -- Parents with Children
FOR: Enrolled in Public School
AND: Total Relevant

AREA 1: **MERIDEN SCH DIST**	[09000 02400]		
AREA 2: Connecticut	[09000 00000]		
Persons by Sex (P007)			
Universe: Persons		8,346	468,681
Male		3,513	209,405
Female		4,833	259,276
Persons by Race (P008)			
Universe: Persons		8,346	468,681
White		7,302	399,870
Black		275	41,648
American Indian, Eskimo or Aleut		20	892
Asian or Pacific Islander		30	9,025
Other race		719	17,246
Persons of Hispanic Origin by Race (P014)			
Universe: Persons of Hispanic Origin		1,587	35,672
White		858	17,227
Black		10	1,386
American Indian, Eskimo or Aleut		0	72
Asian or Pacific Islander		0	206
Other race		719	16,781
Persons by Urban/Rural Status (P006)			
Universe: Persons			
Urban:			
Inside urbanized area		8,346	327,638
Outside urbanized area		0	19,781
Rural:			
Farm		0	757
Nonfarm		0	120,505
Persons by Age (P013)			
Universe: Persons			
Under 5 years		0	0
5 to 9 years		0	0
10 to 14 years	Q7.2	0	0
15 to 19 years		0	575
20 to 24 years		214	5,984
25 to 29 years		835	34,383
30 to 34 years		1,754	85,349
35 to 39 years		2,301	121,422
40 to 44 years		1,809	119,095
45 to 49 years		916	66,733
50 to 54 years		320	23,250
55 to 59 years		127	7,990
60 to 64 years		44	2,605
65 to 69 years		19	850
70 to 74 years		7	238
75 to 79 years		0	139
80 to 84 years		0	44
85 years and over		0	24

continued

Persons by Household Type & Relationship (P017)			
Universe: Persons			
In family households:			
Householder or spouse		8,175	457,854
Child:			
Natural-born or adopted		146	8,283
Step		0	315
Grandchild		0	89
Other relatives		25	2,140
Nonrelatives		0	0
In nonfamily households			
Householder		0	0
Nonrelatives		0	0
In group quarters		0	0
Language Spoken at Home and Ability to Speak English (P028)			
Universe: Persons 5 years and over	Q7.3		
Speak only English		6,290	393,535
Speak Spanish:		1,557	34,188
Speak English "very well"		779	16,398
Speak English "well"		390	9,117
Speak English "not well" or "not at all"		388	8,673
Speak Asian or Pacific Island language:		23	5,944
Speak English "very well"		5	2,570
Speak English "well"		0	1,879
Speak English "not well" or "not at all"		18	1,495
Speak other language:		476	35,014
Speak English "very well"		195	21,298
Speak English "well"		253	9,221
Speak English "not well" or "not at all"		28	4,495
Persons in Group Quarters (P040)			
Universe: Persons in group quarters		0	0
Institutionalized persons:		0	0
Correctional institutions		0	0
Nursing homes		0	0
Mental (Psychiatric) hospitals		0	0
Juvenile institutions		0	0
Other institutions		0	0
Other persons in group quarters:		0	0
College dormitories		0	0
Military quarters		0	0
Emergency shelters for homeless persons		0	0
Visible in street locations		0	0
Other noninstitutional group quarters		0	0
Educational Attainment (P148)			
Universe: Persons 20 years and over	Q7.4	8,346	468,106
12th grade or less, no diploma		1,899	66,578
Male		725	28,088
Female		1,174	38,490
High school graduate (includes equivalency)		3,216	141,601
Male		1,200	55,345
Female		2,016	86,256
Some college, no degree (Bachelor's or higher)		2,147	125,165
Male		961	51,962
Female		1,186	73,203
Bachelor's or higher degree:		1,084	134,762
Male		627	73,912
Female		457	60,850

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1990 Census School District Tabulations

Demographic Profile C03 -- Children's Own Characteristics
FOR: Enrolled in Public School
AND: Total Relevant

AREA 1: **MERIDEN SCH DIST** [09000 02400]
AREA 2: Connecticut [09000 00000]

	AREA 1	AREA 2
Children by Sex (P007)		
Universe: Children	8,245	459,777
Male	4,044	237,291
Female	4,201	222,486
Children by Race (P008)		
Universe: Children	8,245	459,777
White	6,821	370,448
Black	350	55,030
American Indian, Eskimo or Aleut	35	921
Asian or Pacific Islander	85	8,742
Other race	954	24,636
Children by Hispanic Origin by Race (P014)		
Universe: Children	8,245	459,777
Children Not of Hispanic Origin	6,148	411,931
White	5,694	348,979
Black	338	52,461
American Indian, Eskimo or Aleut	21	757
Asian or Pacific Islander	85	8,530
Other race	10	1,204
Children of Hispanic Origin	2,097	47,846
White	1,127	21,469
Black	12	2,569
American Indian, Eskimo or Aleut	14	164
Asian or Pacific Islander	0	212
Other race	944	23,432
Children by Urban/Rural Status (P006)		
Universe: Children	8,245	459,777
Urban:		
Inside urbanized area	8,245	329,429
Outside urbanized area	0	18,964
Rural:		
Farm	0	723
Nonfarm	0	110,661
Children by Age (P013A)		
Universe: Persons 3 to 19 years of age	8,245	459,777
3 years	38	5,077
4 years	220	10,531
5 years	483	25,680
6 years	656	34,540
7 years	746	37,340
8 years	426	33,603
9 years	641	35,917
10 years	562	35,148
11 years	597	33,668

Q7.5

continued

12 years	670	33,138
13 years	470	31,712
14 years	766	31,585
15 years	591	31,684
16 years	478	30,792
17 years	569	30,245
18 years	288	15,538
19 years	44	3,579
Children by Household Type & Relationship (P017)		
Universe: Persons 3 to 19 years of age	8,245	459,777
In family households:		
Householder or spouse	0	387
Child:		
Natural-born or adopted	7,339	409,010
Step	472	21,177
Grandchild	212	15,038
Other relatives	88	6,138
Nonrelatives	56	3,821
In nonfamily households	65	2,619
Householder	0	103
Nonrelatives	65	2,516
In group quarters	13	1,587
Children by Current Grade (P187)		
Universe: Persons under 20 years of age	8,245	459,777
PK	290	20,139
None	0	0
Nursery school	290	20,139
Kindergarten	465	18,733
Grades 1 through 4	2,761	162,883
1st grade	607	39,114
2nd grade	1,054	56,736
3rd grade	685	37,453
4th grade	415	29,580
Grades 5 through 8	2,536	134,834
5th grade	384	22,549
6th grade	936	50,283
7th grade	539	33,793
8th grade	677	28,209
Grades 9 through 12	2,193	123,188
9th grade	309	20,672
10th grade	712	31,935
11th grade	417	30,601
12th grade, no diploma	755	39,980
Children by Poverty Status in 1989 (P118)		
Universe: Children for whom poverty status is determined	8,154	454,136
Income in 1989 above poverty level:	7,071	404,150
Male	3,532	209,078
Female	3,539	195,072
Income in 1989 below poverty level:	1,083	49,986
Female	476	25,159
Male	607	24,827

Q7.6

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1990 Census School District Tabulations

Demographic Profile C03 -- Children's Own Characteristics
FOR: Total Enrolled & Not Enrolled
AND: Total Relevant

AREA 1: **MERIDEN SCH DIST** [09000 02400]
AREA 2: Connecticut [09000 00000]

	AREA 1	AREA 2
Children by Sex (P007)		
Universe: Children	12,166	641,318
Male	6,011	331,212
Female	6,155	310,106
Children by Race (P008)		
Universe: Children	12,166	641,318
White	10,194	522,077
Black	561	72,843
American Indian, Eskimo or Aleut	35	1,327
Asian or Pacific Islander	85	12,067
Other race	1,291	33,004
Children by Hispanic Origin by Race (P014)		
Universe: Children	12,166	641,318
Children Not of Hispanic Origin	9,434	576,556
White	8,797	492,666
Black	502	69,308
American Indian, Eskimo or Aleut	21	1,104
Asian or Pacific Islander	85	11,776
Other race	29	1,702
Children of Hispanic Origin	2,732	64,762
White	1,397	29,411
Black	59	3,535
American Indian, Eskimo or Aleut	14	223
Asian or Pacific Islander	0	291
Other race	1,262	31,302
Children by Urban/Rural Status (P006)		
Universe: Children	12,166	641,318
Urban:		
Inside urbanized area	12,166	465,838
Outside urbanized area	0	25,850
Rural:		
Farm	0	910
Nonfarm	0	148,720
Children by Age (P013A)		
Universe: Persons 3 to 19 years of age	12,166	641,318
3 years	813	45,006
4 years	903	44,715
5 years	809	43,635
6 years	814	42,182
7 years	917	43,548
8 years	556	39,553
9 years	780	41,518
10 years	770	40,844

continued

11 years	801	39,328
12 years	795	38,671
13 years	632	37,171
14 years	846	37,953
15 years	679	38,545
16 years	575	38,136
17 years	739	38,619
18 years	451	22,461
19 years	286	9,433
Children by Household Type & Relationship (P017)		
Universe: Persons 3 to 19 years of age	12,166	641,318
In family households:		
Householder or spouse	112	2,127
Child:		
Natural-born or adopted	10,784	568,834
Step	590	25,915
Grandchild	253	21,811
Other relatives	126	8,608
Nonrelatives	114	5,638
In nonfamily households	124	4,107
Householder	11	575
Nonrelatives	113	3,532
In group quarters	63	4,278
Children by Current Grade (P187)		
Universe: Persons under 20 years of age	12,166	641,318
PK	1,767	95,308
None	0	0
Nursery school	1,767	95,308
Kindergarten	845	37,507
Grades 1 through 4	3,380	190,153
1st grade	744	46,950
2nd grade	1,270	65,962
3rd grade	857	43,485
4th grade	509	33,756
Grades 5 through 8	3,216	158,009
5th grade	531	26,230
6th grade	1,166	58,801
7th grade	709	39,414
8th grade	810	33,564
Grades 9 through 12	2,958	160,341
9th grade	403	26,465
10th grade	957	41,034
11th grade	599	40,639
12th grade, no diploma	999	52,203
Children by Poverty Status in 1989 (P118)		
Universe: Children for whom poverty status is determined	12,002	631,947
Income in 1989 above poverty level:	10,507	564,785
Male	5,288	292,303
Female	5,219	272,482
Income in 1989 below poverty level:	1,495	67,162
Female	638	33,500
Male	857	33,662

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1990 Census School District Tabulations

Demographic Profile C03 -- Children's Own Characteristics
FOR: Enrolled in Public School
AND: Total Relevant

AREA 1: **MERIDEN SCH DIST** [09000 02400]
AREA 2: Connecticut [09000 00000]

	AREA 1	AREA 2
Children by Sex (P007)		
Universe: Children	8,245	459,777
Male	4,044	237,291
Female	4,201	222,486
Children by Race (P008)		
Universe: Children	8,245	459,777
White	6,821	370,448
Black	350	55,030
American Indian, Eskimo or Aleut	35	921
Asian or Pacific Islander	85	8,742
Other race	954	24,636
Children by Hispanic Origin by Race (P014)		
Universe: Children	8,245	459,777
Children Not of Hispanic Origin	6,148	411,931
White	5,694	348,979
Black	330	52,461
American Indian, Eskimo or Aleut	21	757
Asian or Pacific Islander	85	8,530
Other race	10	1,204
Children of Hispanic Origin	2,097	47,846
White	1,127	21,469
Black	12	2,569
American Indian, Eskimo or Aleut	14	164
Asian or Pacific Islander	0	212
Other race	944	23,432
Children by Urban/Rural Status (P006)		
Universe: Children	8,245	459,777
Urban:		
Inside urbanized area	8,245	329,429
Outside urbanized area	0	18,964
Rural:		
Farm	0	723
Nonfarm	0	110,661
Children by Age (P013A)		
Universe: Persons 3 to 19 years of age	8,245	459,777
3 years	38	5,077
4 years	220	10,531
5 years	483	25,680
6 years	656	34,540
7 years	746	37,340
8 years	426	33,603
9 years	641	35,917
10 years	562	35,148

continued

11 years	597	33,668
12 years	670	33,138
13 years	470	31,712
14 years	766	31,585
15 years	591	31,684
16 years	478	30,792
17 years	569	30,245
18 years	288	15,538
19 years	44	3,579
Children by Household Type & Relationship (P017)		
Universe: Persons 3 to 19 years of age	8,245	459,777
In family households:		
Householder or spouse	0	387
Child:		
Natural-born or adopted	7,339	409,010
Step	472	21,177
Grandchild	212	15,038
Other relatives	88	6,138
Nonrelatives	56	3,821
In nonfamily households	65	2,619
Householder	0	103
Nonrelatives	65	2,516
In group quarters	13	1,587
Children by Current Grade (P187)		
Universe: Persons under 20 years of age	8,245	459,777
PK	290	20,139
None	0	0
Nursery school	290	20,139
Kindergarten	465	18,733
Grades 1 through 4	2,761	162,883
1st grade	607	39,114
2nd grade	1,054	56,736
3rd grade	685	37,453
4th grade	415	29,580
Grades 5 through 8	2,536	134,834
5th grade	384	22,549
6th grade	936	50,283
7th grade	539	33,793
8th grade	677	28,209
Grades 9 through 12	2,193	123,188
9th grade	309	20,672
10th grade	712	31,935
11th grade	417	30,601
12th grade, no diploma	755	39,980
Children by Poverty Status in 1989 (P118)		
Universe: Children for whom poverty status is determined	8,154	454,136
Income in 1989 above poverty level:	7,071	404,150
Male	3,532	209,078
Female	3,539	195,072
Income in 1989 below poverty level:	1,083	49,986
Female	476	25,159
Male	607	24,827

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1990 Census School District Tabulations

Economic Profile C05 -- Parents with Children
FOR: Enrolled in Public School
AND: Total Relevant

AREA 1: **MERIDEN SCH DIST** [09000 02400]
AREA 2: Connecticut [09000 00000]

	AREA 1	AREA 2
Earnings in 1989 of Persons (P203)		
Universe: Persons 15 years and over	8,346	468,681
None	12	577
Loss	1,196	71,850
Less than $5,000	629	36,783
$5,000 to $9,999	791	34,734
$10,000 to $12,499	434	22,383
$12,500 to $14,999	349	13,591
$15,000 to $17,499	435	23,120
$17,500 to $19,999	548	17,222
$20,000 to $22,499	487	25,377
$22,500 to $24,999	312	14,177
$25,000 to $27,499	458	22,616
$27,500 to $29,999	284	14,115
$30,000 to $32,499	624	25,709
$32,500 to $34,999	268	10,472
$35,000 to $37,499	335	17,920
$37,500 to $39,999	209	10,123
$40,000 to $42,499	285	18,799
$42,500 to $44,999	54	6,908
$45,000 to $47,499	202	10,789
$47,500 to $49,999	80	6,129
$50,000 to $54,999	133	15,179
$55,000 to $59,999	59	7,063
$60,000 to $74,999	77	15,962
$75,000 to $99,999	40	10,695
$100,000 or more	45	16,388
Persons with Public Assistance Income in 1989 (P206)		
Universe: Persons with public assistance income in 1989	500	19,943
Male	55	2,121
Female	445	17,822
Persons by Poverty Status in 1989 (P110)		
Universe: Persons for whom poverty status is determined	8,346	468,681
Income in 1989 above poverty level:	7,745	439,747
Male	3,435	204,003
Female	4,310	235,744
Income in 1989 below poverty level:	601	28,934
Male	78	5,402
Female	523	23,532
Employment Status (P070)		
Universe: Persons 16 years and over	8,346	468,672

continued

In labor force:	6,967	389,191
In Armed Forces	0	2,607
Civilian:	6,967	386,584
Employed	6,622	370,532
Unemployed	345	16,052
Not in labor force	1,379	79,481
Occupation (P070)		
Universe: Employed persons 16 years and over	6,622	370,532
Managerial & professional specialty	1,523	126,969
Exec., admin. and managerial	819	58,977
Professional specialty	704	67,992
Technical, sales, and admin. support	2,116	115,516
Technicians and related support	306	14,335
Sales	585	39,078
Admin. support, including clerical	1,225	62,103
Service	1,848	86,570
Private household	6	759
Protective service	96	6,049
Service, except protective & household	758	32,910
Farming, forestry and fishing	33	2,612
Precision production, craft and repair	955	44,240
Operators, fabricators, and laborers:	1,135	41,477
Machine operators, assemblers & inspectors	693	23,872
Transportation and material moving	267	10,886
Handlers, equip. cleaners, helpers, laborers	175	6,719

****** School District Data Book ******

1990 Census School District Tabulations

AREA 1: Connecticut [09000 00000]

CH -P204 Educational Attainment of Householder (4) [4]
Universe: Children's household householders
FOR: Enrolled in Public School AND: Total Relevant

001	12th grade or less, no diploma	83,137
002	High school graduate (includes equiv	127,554
003	Some college, no degree (Bachelor's	111,929
004	Bachelor's or higher degree	135,570

AREA 1: ANSONIA SCH DIST [09000 00060]

001	12th grade or less, no diploma	548
002	High school graduate (includes equiv	952
003	Some college, no degree (Bachelor's	625
004	Bachelor's or higher degree	319

AREA 1: BRIDGEPORT SCH DIST [09000 00450]

001	12th grade or less, no diploma	10,151
002	High school graduate (includes equiv	6,107
003	Some college, no degree (Bachelor's	3,152
004	Bachelor's or higher degree	845

AREA 1: BRISTOL SCH DIST [09000 00510]

001	12th grade or less, no diploma	1,349
002	High school graduate (includes equiv	2,924
003	Some college, no degree (Bachelor's	2,356
004	Bachelor's or higher degree	1,299

AREA 1: DANBURY SCH DIST [09000 01020]

001	12th grade or less, no diploma	2,126
002	High school graduate (includes equiv	1,648
003	Some college, no degree (Bachelor's	1,576
004	Bachelor's or higher degree	2,159

AREA 1: DERBY SCH DIST [09000 01110]

001	12th grade or less, no diploma	179
002	High school graduate (includes equiv	595
003	Some college, no degree (Bachelor's	216
004	Bachelor's or higher degree	224

AREA 1: EAST HARTFORD SCH DIST [09000 01260]

001	12th grade or less, no diploma	1,345
002	High school graduate (includes equiv	2,416
003	Some college, no degree (Bachelor's	1,645
004	Bachelor's or higher degree	730

AREA 1: GRISWOLD SCH DIST [09000 01740]

001	12th grade or less, no diploma	339
002	High school graduate (includes equiv	798
003	Some college, no degree (Bachelor's	439
004	Bachelor's or higher degree	175

AREA 1: HARTFORD SCH DIST [09000 01920]

001	12th grade or less, no diploma	12,296
002	High school graduate (includes equiv	6,815
003	Some college, no degree (Bachelor's	3,449
004	Bachelor's or higher degree	1,223

AREA 1: KILLINGLY SCH DIST [09000 02070]

001	12th grade or less, no diploma	676
002	High school graduate (includes equiv	987
003	Some college, no degree (Bachelor's	701
004	Bachelor's or higher degree	339

AREA 1: MERIDEN SCH DIST [09000 02400]

001	12th grade or less, no diploma	2,274
002	High school graduate (includes equiv	2,947
003	Some college, no degree (Bachelor's	1,907
004	Bachelor's or higher degree	1,104

AREA 1: MIDDLETOWN SCH DIST [09000 02490]

001	12th grade or less, no diploma	822
002	High school graduate (includes equiv	1,621
003	Some college, no degree (Bachelor's	1,138
004	Bachelor's or higher degree	910

AREA 1: NAUGATUCK SCH DIST [09000 02640]

001	12th grade or less, no diploma	749
002	High school graduate (includes equiv	1,760
003	Some college, no degree (Bachelor's	1,569
004	Bachelor's or higher degree	857

AREA 1: NEW BRITAIN SCH DIST [09000 02670]

001	12th grade or less, no diploma	3,577
002	High school graduate (includes equiv	2,603
003	Some college, no degree (Bachelor's	1,748
004	Bachelor's or higher degree	861

AREA 1: NEW HAVEN SCH DIST [09000 02790]

001	12th grade or less, no diploma	5,979
002	High school graduate (includes equiv	6,370
003	Some college, no degree (Bachelor's	3,418
004	Bachelor's or higher degree	1,963

AREA 1: NEW LONDON SCH DIST [09000 02820]

001	12th grade or less, no diploma	834
002	High school graduate (includes equiv	1,181
003	Some college, no degree (Bachelor's	839
004	Bachelor's or higher degree	244

AREA 1: NORWALK SCH DIST [09000 03090]

001	12th grade or less, no diploma	2,381
002	High school graduate (includes equiv	2,519
003	Some college, no degree (Bachelor's	2,383
004	Bachelor's or higher degree	2,071

AREA 1:	**NORWICH SCH DIST**	[09000 03120]	
001	12th grade or less, no diploma		1,151
002	High school graduate (includes equiv		1,786
003	Some college, no degree (Bachelor's		1,315
004	Bachelor's or higher degree		928
AREA 1:	**PLAINFIELD SCH DIST**	[09000 03270]	
001	12th grade or less, no diploma		602
002	High school graduate (includes equiv		1,321
003	Some college, no degree (Bachelor's		453
004	Bachelor's or higher degree		217
AREA 1:	**PUTNAM SCH DIST**	[09000 03480]	
001	12th grade or less, no diploma		333
002	High school graduate (includes equiv		507
003	Some college, no degree (Bachelor's		279
004	Bachelor's or higher degree		166
AREA 1:	**STAMFORD SCH DIST**	[09000 04320]	
001	12th grade or less, no diploma		2,853
002	High school graduate (includes equiv		3,625
003	Some college, no degree (Bachelor's		2,395
004	Bachelor's or higher degree		3,525
AREA 1:	**THOMPSON SCH DIST**	[09000 04530]	
001	12th grade or less, no diploma		343
002	High school graduate (includes equiv		520
003	Some college, no degree (Bachelor's		325
004	Bachelor's or higher degree		223
AREA 1:	**TORRINGTON SCH DIST**	[09000 04590]	
001	12th grade or less, no diploma		700
002	High school graduate (includes equiv		1,435
003	Some college, no degree (Bachelor's		1,311
004	Bachelor's or higher degree		733
AREA 1:	**WATERBURY SCH DIST**	[09000 04830]	
001	12th grade or less, no diploma		5,285
002	High school graduate (includes equiv		3,742
003	Some college, no degree (Bachelor's		2,792
004	Bachelor's or higher degree		1,098
AREA 1:	WEST HAVEN SCH DIST	[09000 04950]	
001	12th grade or less, no diploma		1,311
002	High school graduate (includes equiv		2,352
003	Some college, no degree (Bachelor's		1,784
004	Bachelor's or higher degree		903
AREA 1:	**WINDHAM SCH DIST**	[09000 05190]	
001	12th grade or less, no diploma		1,103
002	High school graduate (includes equiv		998
003	Some college, no degree (Bachelor's		498
004	Bachelor's or higher degree		442

****** School District Data Book ******

1990 Census School District Tabulations

AREA 1: **MERIDEN SCH DIST** [09000 02400]
AREA 2: Connecticut [09000 00000]

CO -P030 Sex, Language Spoken At Home and Linguistic Isolation (21) [21]
Universe: Children 5 years and over
FOR: Enrolled in Public School AND: Total Relevant Persons in households:

		AREA 1	AREA 2
	Male:		
	Speak only English:		
	Linguistically isolated:		
001	Spanish spoken in household	14	272
	Asian or Pacific Island		
002	language spoken in household	0	40
003	Other language spoken in House	24	221
004	Not linguistically isolated	3,049	194,266
	Speak Spanish:		
005	Linguistically isolated	192	6,427
006	Not linguistically isolated	523	14,020
	Speak Asian or Pacific Island language:		
007	Linguistically isolated	0	877
008	Not linguistically isolated	0	1,392
	Speak other language:		
009	Linguistically isolated	57	1,657
010	Not linguistically isolated	80	9,311
	Female:		
	Speak only English:		
	Linguistically isolated:		
011	Spanish spoken in household	6	252
	Asian or Pacific Island		
012	language spoken in household	0	21
013	Other language spoken in hou	23	208
014	Not linguistically isolated	2,923	180,551
	Speak Spanish:		
015	Linguistically isolated	240	5,871
016	Not linguistically isolated	680	14,218
	Speak Asian or Pacific Island language:		
017	Linguistically isolated	0	804
018	Not linguistically isolated	17	1,249
	Speak other language:		
019	Linguistically isolated	15	1,580
020	Not linguistically isolated	131	9,345
021	Persons in group quarters	13	1,587

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1990 Census School District Tabulations

AREA 1: **BERLIN SCH DIST** [09000 00210]
AREA 2: **MERIDEN SCH DIST** [09000 02400]

		AREA 1	AREA 2
CO -P007	Sex (2) [2]		
	Universe: Children		
	FOR: Enrolled in Public School AND: Age 5-13 years		
001	Male	874	2,583
002	Female	738	2,668
CO -P008	Race (5) [5]		
	Universe: Children		
	FOR: Enrolled in Public School AND: Age 5-13 years		
001	White	1,516	4,311
002	Black	0	250
003	American Indian, Eskimo, or Aleut	14	27
004	Asian or Pacific Islander	82	57
005	Other race	0	606
CO -P186	Poverty Status in 1989 (2) by Language Spoken at Home and Ability to Speak English (10) [20]		
	Universe: Children 5 years and over for whom poverty status is determined		
	FOR: Enrolled in Public School AND: Age 5-13 years		
	Income in 1989 above poverty level:		
001	Speak only English	1,421	3,523
	Speak Spanish:		
002	Speak English "very well"	0	465
003	Speak English "well"	0	163
004	Speak English "not well" or "not	0	69
	Speak Asian or Pacific Island language:		
005	Speak English "very well"	0	0
006	Speak English "well"	22	0
007	Speak English "not well" or "not	11	0
	Speak other language:		
008	Speak English "very well"	77	134
009	Speak English "well"	0	27
010	Speak English "not well" or "not	0	0
	Income in 1989 below poverty level:		
011	Speak only English	69	403
	Speak Spanish:		
012	Speak English "very well"	0	160
013	Speak English "well"	0	120
014	Speak English "not well" or "not	0	104
	Speak Asian or Pacific Island language:		
015	Speak English "very well"	0	0
016	Speak English "well"	0	0
017	Speak English "not well" or "not	0	0
	Speak other language:		
018	Speak English "very well"	12	7
019	Speak English "well"	0	0
020	Speak English "not well" or "not	0	0

continued

AREA 1: **NEW BRITAIN SCH DIST** [09000 02670]
AREA 2: **MERIDEN SCH DIST** [09000 02400]

		AREA 1	AREA 2
CO -P007	Sex (2) [2]		
	Universe: Children		
	FOR: Enrolled in Public School AND: Age 5-13 years		
001	Male	2,951	2,583
002	Female	3,042	2,668
CO -P008	Race (5) [5]		
	Universe: Children		
	FOR: Enrolled in Public School AND: Age 5-13 years		
001	White	3,669	4,311
002	Black	701	250
003	American Indian, Eskimo, or Aleut	0	27
004	Asian or Pacific Islander	114	57
005	Other race	1,509	606
CO -P186	Poverty Status in 1989 (2) by Language Spoken at Home and Ability to Speak English (10) [20]		
	Universe: Children 5 years and over for whom poverty status is determined		
	FOR: Enrolled in Public School AND: Age 5-13 years		
	Income in 1989 above poverty level:		
001	Speak only English	2,783	3,523
	Speak Spanish:		
002	Speak English "very well"	400	465
003	Speak English "well"	194	163
004	Speak English "not well" or "not	99	69
	Speak Asian or Pacific Island language:		
005	Speak English "very well"	15	0
006	Speak English "well"	59	0
007	Speak English "not well" or "not	17	0
	Speak other language:		
008	Speak English "very well"	222	134
009	Speak English "well"	68	27
010	Speak English "not well" or "not	75	0
	Income in 1989 below poverty level:		
011	Speak only English	533	403
	Speak Spanish:		
012	Speak English "very well"	565	160
013	Speak English "well"	589	120
014	Speak English "not well" or "not	246	104
	Speak Asian or Pacific Island language:		
015	Speak English "very well"	0	0
016	Speak English "well"	0	0
017	Speak English "not well" or "not	0	0
	Speak other language:		
018	Speak English "very well"	11	7
019	Speak English "well"	10	0
020	Speak English "not well" or "not	0	0

···· School District Data Book ····

1990 Census School District Tabulations

AREA 1: **MERIDEN SCH DIST** [09000 02400]
AREA 2: Connecticut [09000 00000]

		AREA 1	AREA 2
HC -P004	Families (1) [1]		
	Universe: Families		
	FOR: Total Enrolled & Not Enrolled AND: Age 0- 2 years		
001	Total	2,692	126,592
HC -P019B	Household Type (4) by Poverty Status in 1989 of Householder (2) [8]		
	Universe: Households		
	FOR: Total Enrolled & Not Enrolled AND: Age 0- 2 years		
	Family households:		
	Married-couple family:		
001	Income in 1989 above poverty lev	2,020	100,412
002	Income in 1989 below poverty lev	24	2,707
	Other family:		
	Male householder, no wife present:		
003	Income in 1989 above poverty l	78	3,671
004	Income in 1989 below poverty l	38	562
	Female householder, no husband present:		
005	Income in 1989 above poverty l	238	8,590
006	Income in 1989 below poverty l	294	10,650
	Nonfamily households:		
007	Income in 1989 above poverty level	0	393
008	Income in 1989 below poverty level	0	33
HC -P029	Household Language and Linguistic Isolation (7) [7]		
	Universe: Households		
	FOR: Total Enrolled & Not Enrolled AND: Age 0- 2 years		
001	English	2,017	100,125
	Spanish:		
002	Linguistically isolated	133	3,577
003	Not linguistically isolated	374	9,887
	Asian or Pacific Island language:		
004	Linguistically isolated	0	467
005	Not linguistically isolated	0	1,160
	Other language:		
006	Linguistically isolated	6	1,317
007	Not linguistically isolated	162	10,485
CO -P007	Sex (2) [2]		
	Universe: Children		
	FOR: Total Enrolled & Not Enrolled AND: Age 0- 2 years		
001	Male	1,516	69,746
002	Female	1,404	67,649
CO -P008	Race (5) [5]		
	Universe: Children		
	FOR: Total Enrolled & Not Enrolled AND: Age 0- 2 years		
001	White	2,301	112,042
002	Black	302	15,706
003	American Indian, Eskimo, or Aleut	0	239
004	Asian or Pacific Islander	32	2,564

continued

005	Other race	285	6,844
CO -P010	Persons of Hispanic Origin (1) [1]		
	Universe: Children of Hispanic Origin		
	FOR: Total Enrolled & Not Enrolled AND: Age 0- 2 years		
001	Total	605	14,083
CO -P017B	Household Type and Relationship (10) by Poverty Status in 1989 (2) [20]		
	Universe: Person for whom poverty status is determined		
	FOR: Total Enrolled & Not Enrolled AND: Age 0- 2 years		
	In family households:		
	Child:		
	Natural-born or adopted:		
003	Income in 1989 above poverty l	2,321	109,844
004	Income in 1989 below poverty l	388	14,510
	Step:		
005	Income in 1989 above poverty l	7	370
006	Income in 1989 below poverty l	0	34
	Grandchild:		
007	Income in 1989 above poverty lev	129	7,975
008	Income in 1989 below poverty lev	9	1,134
	Other relatives:		
009	Income in 1989 above poverty lev	31	1,308
010	Income in 1989 below poverty lev	0	252
CO -P017B	Household Type and Relationship (10) by Poverty Status in 1989 (2) [20]		
	Universe: Person for whom poverty status is determined		
	FOR: Total Enrolled & Not Enrolled AND: Age 0- 2 years		
	In family households:		
	Child:		
	Natural-born or adopted:		
003	Income in 1989 above poverty l	2,321	109,844
004	Income in 1989 below poverty l	388	14,510
	Step:		
005	Income in 1989 above poverty l	7	370
006	Income in 1989 below poverty l	0	34
	Grandchild:		
007	Income in 1989 above poverty lev	129	7,975
008	Income in 1989 below poverty lev	9	1,134
	Other relatives:		
009	Income in 1989 above poverty lev	31	1,308
010	Income in 1989 below poverty lev	0	252

···· School District Data Book ····

1990 Census School District Tabulations

AREA 1: **MERIDEN SCH DIST** [09000 02400]
AREA 2: Connecticut [09000 00000]

		AREA 1	AREA 2
CO -P001	Persons (1) [1]		
	Universe: Children		
	FOR: Total Enrolled & Not Enrolled AND: Age 0- 2 years		
001	Total	2,920	137,395